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chapters in the works of reference are selected for note. The index of 72 pages is a commendable feature of the work.

This history is modern in spirit and treatment, accurate in scholarship, and pleasing in style.

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*The Mental Health of the School Child.* By J. E. WALLACE WALLIN.  
Yale University Press, 1914. Pp. ix+463. \$2.00.

This book may be called a reference book concerning what is being done for the diagnosis and treatment of mental deficiency in children. The book is composed of papers and articles which are here reprinted, and as a consequence there is no systematic organization of the subjects which are considered. The central topic of the various chapters of the book may be said to be clinical psychology. The author devotes considerable space to the description of this new science and to its differentiation from psychiatry, psychology, medicine, etc. He describes in detail the qualifications of a clinical psychologist and the opportunities and duties of such a person. A survey is made of the various institutions connected with universities, public-school systems, juvenile courts, etc., in which some attempt is made to carry on the work of clinical psychology.

Besides various chapters on this topic, a number of more general subjects are considered. A chapter is given to the relation between hereditary and environmental factors in producing mental deficiency, another to a discussion of methods of increasing human efficiency, and a group of chapters are devoted to the description of physical defects and their bearing on mental development. In various places a great deal of detailed information is given regarding the provisions which are made in various parts of the United States for backward and feeble-minded children. At the end is given a detailed scheme for the clinical study of exceptional children.

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*The Education of Karl Witte.* By J. H. F. KARL WITTE. Translated by LEO WIENER, and edited by H. ADDINGTON BRUCE. New York, 1914. Pp. xl+312.

A century ago an obscure German pastor made an experiment in the education of his son and recorded his method and the results in the book which is here translated into English. The method laid great stress upon education from the earliest months, on the encouragement of the impulse of inquiry and the habit of a thorough understanding of everything which became the subject of thought, and on the most painstaking supervision of every detail of the